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ABSTRACT

This document is one of 5 sections of the Data Element Dictionary developed as part of the WICHE Management Information Systems (MIS) Program. The elements in this section apply to both the current and historical data concerning students. The purpose of the WICHE MIS Program is to make it possible to derive data which will be truly comparable for interinstitutional comparisons, while allowing institutional autonomy in such matters as coding and file structure. One of the major purposes of this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. The criteria for inclusion of data elements are: (1) necessary for completion of Higher Education General Information Survey (HEGIS); (2) likely to be needed for the Student Flow Model, cost exchange procedures and the Resource Requirements Prediction Model; (3) necessary to link operational files together for the derivation of information; and (4) basic to institutional record keeping. The categories of student related elements are: personal and demographic data, academic summary data-previous institution, academic summary data-current institution, and detailed course enrollment data. To define each element, the Dictionary provides a number, title, description, and comments needed for further clarification. The anticipated utility of each element is indicated. After review of this edition, a second is planned. (AF)

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. . . to increase educational opportunities for westerners.
. . . to expand the supply of specialized manpower in the West.
. . . to help universities and colleges improve both their programs and their management.
. . . to inform the public about the needs of higher education.

The WICHE Management Information Systems Program was proposed by state coordinating agencies and colleges and universities in the West to be under the aegis of the Western Interstate Commission for Higher Education. The MIS Program proposes in summary:

To design, develop, and encourage the implementation of management information systems and data bases including common data elements in institutions and agencies of higher education that will:

- provide improved information to higher education administration at all levels.
- facilitate exchange of comparable data among institutions.
- facilitate reporting of comparable information at the state and national levels.

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DATA ELEMENT DICTIONARY: STUDENT

A Technical Report Concerning Student Related Data Elements
in the WICHE Management Information Systems Program

FIRST EDITION

Technical Report 7

Prepared by

Charles R. Thomas

in cooperation with

Members of the Data Elements Task Force

The WICHE Management Information Systems Program is supported by the U. S. Office of Education, Bureau of Research, Division of Higher Education Research.

Western Interstate Commission for Higher Education
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April 1970

DATA ELEMENT DICTIONARY

Student Related Elements Section

FIRST EDITION

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INTRODUCTION

This document is the first edition of the Student Related Elements Section of the DATA ELEMENT DICTIONARY developed as part of the WICHE Management Information Systems Program. The elements in this section apply to both current and historical data concerning students.

The foundation of the WICHE MIS Program will be a body of uniform data elements which all participating institutions will use to some degree in building their data base. Compatibility of information exchanged across institutional lines can be achieved only with uniformity of the data elements from which all subsequent data and information will be derived. Hence, identification of the discrete data elements which will be incorporated in the data bases of institutions participating in the WICHE MIS Program is an early developmental task of major importance. The Student Related Elements Section of the DATA ELEMENT DICTIONARY is the first of five sections which will be included in the total dictionary. In order to place the Student Related Elements Section in its proper perspective, all of the DATA ELEMENT DICTIONARY Sections are listed below.

I: Student Related Elements
II: Staff Related Elements
III: Facilities Related Elements
IV: Course Related Elements
V: Finance Related Elements

The preliminary draft of this publication indicated a sixth section dealing with data elements related to major equipment. This section has been incorporated into the Facilities Related Elements Section. The Course Related Elements Section was previously referred to as the Curricular Related Elements Section.

The five sections of the DATA ELEMENT DICTIONARY are not intended to represent specific institutional files. Appendix B contains further comments on file structures.

The Student Related Data Elements presented in this first edition are not fixed. It is anticipated that as analytical models and formulae are constructed for use in the WICHE Management Information Systems Program, additional data elements may be needed, and some of those now identified may be eliminated from the list. The data element base and the analytical models are inextricably linked together and neither the data base nor the models can be made independent of one another. It is reasonably safe, however, to assume that most of the Student Related Elements listed in this first edition will remain in future editions of the DATA ELEMENT DICTIONARY.

This edition of the DATA ELEMENT DICTIONARY presents definitions of data elements important to the development of the WICHE MIS Program. Derived data elements have not been included when the basic elements used to compute the derived element are present. The criteria for inclusion of data elements in this edition are:

1. Necessary for completion of the Higher Education General Informaton Survey (HEGIS).
2. Likely to be needed for Cost Exchange Procedures.
3. Likely to be needed for the Student Flow Model.
4. Likely to be needed for the Resource Requirements Prediction Model.
5. Necessary to link operational files together for the derivation of information.
6. Basic to institutional record keeping.

The Student Related Elements identified in this publication are not intended as a complete list of all data elements an institution will need for its management and reporting purposes. Most colleges and universities will have unique management information needs which will

require unique data elements. Further, routine operations of institutions will require data elements not included in this Dictionary. No data element dictionary can be expected to provide a list of items which would be exhaustive in the context of unique data needs of institutions. Therefore, most institutions will be able to identify student related data elements, in addition to those listed in the dictionary, which they would wish to or must collect for their own purposes.

A second edition of the DATA ELEMENT DICTIONARY is planned. This second edition will incorporate changes resulting from (1) reactions by the higher education community to the first edition, (2) early experience with WICHE MIS Models, and (3) additional efforts by the MIS Staff in the area of higher education information systems. The second edition will also be expanded to include technical information such as suggested code structures, detailed category definitions, and programming aids.

Dictionary Organization and Format

The Student Related Elements identified in this first section of the DATA ELEMENT DICTIONARY have been grouped into categories for convenient examination. The numbers attached to the elements are intended only to facilitate identification and location of the elements and have no implications for standard coding practices. Also, lettered categories indicated for elements are not intended to imply any coding structure. The four categories of Student Related Elements are:

1. 001-099 Personal and Demographic Data.
2. 101-199 Academic Summary Data, Previous Institutions.
3. 201-299 Academic Summary Data, Current Institution.
4. 301-399 Detailed Course Enrollment Data.

Although the DATA ELEMENT DICTIONARY deals with elementary data items, certain data elements must be appropriately coded to establish a relationship between files for the derivation of information for analytical purposes. An example of this situation is the Course Identification Element (301) listed in this section of the Dictionary which must relate to the appropriate identifiers in the Course Related Elements Section. These "linking" elements are identified in the comments column of the Dictionary.

Some of the data elements represent a combination of several component parts. This situation occurs when a collection of discrete items of information is required to provide a single useful or meaningful data element. For example, an address is composed of a house number, street name, city, state, and zip code. These components have only limited usefulness in isolation. It is usually only in combination that they form a useful data element. This accounts for the multiple parts listed in association with some data element titles.

In order to define each data element, the Dictionary provides (1) a number (2) a title, (3) a description and (4) comments needed for further clarification. In addition, the publication indicates the anticipated utility of each element. These indications must be preliminary in this edition since the Cost Exchange Procedures and the Planning Models are not yet completed.

Key to Columns Used in This Dictionary

Number Column -- Number for identification of specific elements with a structure to indicate category, as explained earlier. (The numbers are not intended to be a standard coding scheme).

Title Column -- A brief identification for the data element.

Comments Column -- Additional information as may be needed to further define the data element, justify its inclusion, or identify its relationship to other elements.

USES Columns:

HEGIS --	"X" in this column indicates that this element is needed for the compilation of information for the Higher Education General Information Survey (HEGIS report)
Level III -- Cost Exchange	"X" in this column indicates that this element is likely to be needed for exchange of comparable cost information between participating institutions (associated with WICHE MIS Level III participation).
Level IV -- Models	"P" in this column indicates that this element is likely to be needed for the WICHE MIS Resource Requirements Prediction Model (RRPM-1)
	"F" in this column indicates that this element is likely to be needed for the WICHE MIS Student Flow Model.
	"S" in this column indicates that this element is likely to be needed for a future WICHE MIS simulation model.
	(This column is associated with WICHE MIS Level IV participation)

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STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
001	Student Name	Legal name of student.				
002	Student Number	A number to uniquely identify each student.				
003	Social Security Number		May serve as a student number (preferred).			F
004	Sex			X	X	F
005	Date of Birth	Month, day, year of birth.	Month and year only are necessary for modeling.			F
006	Citizenship Classification	An indication of whether the student is or is not a U.S. citizen.	Institutional coding of this element should follow established Federal codes. Summary information is adequate for modeling.	X		F

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
007	Geographic Origin	Identification of the student's permanent residence at time of admission.	For U.S. residents, the state of residence should be identified. Residents of the home state should be further identified by county. For foreign residents, the country should be identified, however, only by the fact that the permanent home is outside the U.S. is necessary for modeling.	X		F
008	Local Address	Address while attending college should include: a) House number (Apt. No.) b) Street or Route Number c) City d) State e) Zip Code f) Telephone number.				
009	Permanent Address	Address of permanent home should include: a) House number (Apt. No.) b) Street or Route number c) City d) County e) State f) Zip Code g) Country.				

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
010	Relative	Name and address of parent, legal guardian, spouse or other relative includes: a) Relationship of relative b) Name of relative c) House number (Apt. No.) d) Street or Route number e) City f) State or Country g) Zip Code h) Emergency Phone Number.				
011	Family Relationship to Institution	Indication of family attendance at the institution; to include: a) Father b) Mother c) Spouse d) Son or daughter e) Brother or sister.				
012	Resident-Status	Student residence status for tuition purposes. Indicate whether or not a student is eligible for in-state or in-district tuition status.				F

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
013	Race	Indicates a student's origin.	The justification for collection of this information resides in report requirements related to receipt of Federal funds under Title VI of the Civil Rights Act of 1964. Title VI refers to: a) Oriental b) American Indian c) Negro d) Spanish-Surnamed American e) Other.			
014	Marital Status	Indicates the marital status at time of most recent registration a) Unmarried b) Married.	Unmarried students are defined as those who are single, divorced, or widowed. Married students include those who are married but separated as well as those who are married and residing together.			
015	Dependents	Indicates the total number of persons currently dependent upon the student including spouse.	The criterion for dependency is that established by the Internal Revenue Service (e.g., minimum of 1/2 support).			

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
016	Student Housing	Classification of the type of housing in which the student resides while attending college; to include: a) Institution operated dormitory b) Institution operated cooperative c) Institution operated housing for married students d) Fraternity/Sorority e) With parent or guardian f) With relative other than spouse g) Privately operated dormitory h) Private apartment or duplex i) Own home j) Non-institutional or un-approved housing k) Other.	Summarized categories will suffice for modeling requirements; e.g. a) Institutional Housing b) Private Housing			F
017	Selective Service Status	Indicate the draft classification of male students. This element should also indicate which students are veterans.	This element has been useful to some institutions for enrollment and program planning.			

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
018	Selective Service Number		Kept by some institutions to facilitate reporting student load data to draft boards.			
019	Veterans Benefit Status	Indicate if the student is receiving veteran's benefits.				
020	Financial Aid, Type	Indicate types of financial aid the student may be receiving; to include: a) Cash award b) Loan c) Fellowship d) Employment by college (e.g., work-study programs) e) Tuition & Fees.	Typically maintained only for those students who receive financial aid given by or administered by the institution.			F
021	Financial Aid, Amount	Indicate the dollar amount of academic year income derived from each aid source.	Typically maintained only for those students who receive financial aid given by or administered by the institution.			F

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
022	Student Employment	Identify number of hours employed weekly during current semester or quarter	This information is difficult to maintain for all students, therefore, it may be gathered by sample or survey when needed.			S
023	Future Plans, Graduating Student	Indicates the academic or employment plans which are expected to fill the major portion of the student's time during the next year. Includes: a) Intended College b) Type of Employment.	This information is difficult to collect for all students, therefore, it may be gathered by sample or survey when needed. a) Identifier for college the student plans to attend; if any (F.I.C.E. code). b) Identifier for general type of employment anticipated (e.g., armed forces, teaching, engineering, housewife, other).			S

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
024	Future Plans, Nongraduating Student	Indicates the plans of students leaving the institution without completing their program or graduating. Include: a) Transfer to other college b) Withdrawal reason c) Type of employment.	This information is difficult to collect for all students, therefore it may be gathered by sample or survey when needed. a) If transferring, an identifier to indicate the college to which transfer is being made (F.I.C.E. Code) b) If withdrawing from college, an identifier to indicate the general reason: Financial problems Academic difficulty Other. c) If withdrawing from college, an identifier to indicate general type of employment anticipated. (e.g., armed forces, housewife, clerical, other).			S

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
101	High School Code	Uniquely identifies the high school from which the student graduated; should include: a) Country b) State c) Specific School.	U.S. High School codes have been prepared by ACT and ETS. The codes identify state and county as well as name of High School.			S
102	Year of High School Graduation	Year of graduation from high school or the year of G.E.D. certification.				S
103	High School G.P.A.	Honor point ratio calculated on high school course work submitted for admission.	This information is expensive to collect, however testing programs are beginning to supply it as a part of their service.			F
104	High School Class Rank	Academic Rank in high school graduating class (the best academic record being ranked number one).	This raw numerical figure may be used with high school class size to compute class percentile rank.			F
105	High School Class Size	Number of students in high school graduating class.	$1.00 - \frac{\text{Rank}}{\text{Size}}$ = Percentile Rank Percentile Rank will prove more meaningful when comparing students rather than High School class rank in its raw form.			F

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
106	Entrance Test Scores	Scores on entrance and other tests required by the institution; should indicate: a) Test name b) Test form c) Test score d) Test date.	A number of entrance test results may be recorded as a series of elements. This element includes test scores submitted for admission only, not for advanced placement in courses.			F
107	High School Course Work Summary	Indicate number of semester (or equivalent) credits in major academic fields.	This information is expensive to collect, however testing programs are beginning to supply it as a part of their service.			S
108	High School G.P.A. By Major Academic Fields	Indicate the cumulative G.P.A. for each field of academic course work identified under element number 107.	This information is expensive to collect, however testing programs are beginning to supply it as a part of their service.			

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
109	College(s) Previously Attended	A series of elements identifying all colleges previously attended. To include: a) Institution code b) Institution name.	An institution code has been developed by the Federal Interagency Code Exchange (FICE). The attributes of colleges previously attended are not required for modeling at this time, they are only suggested. These elements may be kept in a separate file related to institutional characteristics.			F
110	Highest Previous Degree(s), Undergraduate	Indicate type and field of highest previous degree(s) or certificate(s) earned for undergraduate work.	Code to identify type of degree (e.g., A.A., B.A.,) and major field of concentration. The HEGIS Taxonomy is suggested for major field indentification.	X		F
111	Highest Previous Degree(s), Graduate	Indicate the type and field of highest previous degree(s) earned for graduate work .	Code to identify type of degree (e.g., M.A., Ph.D.) and major field of concentration. The HEGIS Taxonomy is suggested for major field identification.	X		F

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
112	Previous College Credits Attempted for Quality Points	The total number of credits attempted for quality points at previously attended institutions at undergraduate or graduate level.	For undergraduates, count all courses included in undergraduate program attempted for quality points. For graduate students, count all courses included in graduate program attempted for quality points.			F
113	Previous College Quality Points	The quality points attached to the credits earned at previous colleges.	The previous college quality points and the previous college credits attempted for quality points may be used to calculate the student's cumulative G.P.A. from previous colleges.			F

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
114	Previous College Credits Accepted	The number of credits from colleges previously attended which have been accepted by this institution.	For undergraduates, count only those credits earned elsewhere which have been accepted by this institution. For graduate students count only graduate credits earned elsewhere which have been accepted for meeting requirements for a graduate degree or regular certificate program at the current institution.	X	X	F
115	Previous College Quality Points Accepted	The total number of quality points associated with those credits earned at previous institutions which have been accepted for credit at the current institution.	This element is required for calculation of a grade point average for credit accepted from previous institutions.			F

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
201	Admission Action, Original	The type of action taken on the original application for admission to include: a) Admitted b) Admitted on probation c) Denied d) Redirected e) No action (pending) f) Not reviewed.				F
202	Admission Type, Original	Identifies the type of admission at the first time the student was admitted to the institution. Should include: a) First time college student b) Transfer student c) Graduate student d) Other.	Since these admission types are not mutually exclusive the institutional code should be capable of associating more than one with an individual student.			F
203	Admission Action, Date Original	The date of the institution's first or original admission action pertaining to the student.				

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
204	Admission Term, Original	The term and year for which the student was originally admitted.				F
205	Admission Action, Most Recent	The type of action taken on the most recent application for admission; should include: a) Admitted b) Admitted on probation c) Denied d) Redirected e) No action (pending) f) Not reviewed.				F

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
206	Admission Type, Most Recent	Identifies the most recent type of admission under which the student attended the institution. This may be the same as original admission type, but not necessarily. The student may have left the institution and then returned to seek a second admission. To include: a) First time college student b) Transfer student c) Graduate student d) Readmit e) Other.	Since these admission types are not mutually exclusive, the institutional code should be capable of associating more than one with an individual student.			S
207	Admission Action Date, Most Recent	The term and year of the institution's most recent admission action pertaining to the student.				F

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
208	Major Field	Indicate major field of concentration at time of current registration.	Use of HEGIS Taxonomy is suggested. The WICHE MIS Program Classification Structure utilizes this list. If the institutional major field list does not conform to the Higher Education General Information Survey (HEGIS) Taxonomy the institution should be able to translate its major field classification to the HEGIS format. This will facilitate both reporting to the U.S.O.E. and exchange of compatible data with other institutions.	X	X	F

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
209	Registration Type, Current	Identifies the type of registration under which the student is currently attending the institution. Include: a) First time college student b) Transfer student (from other institution). c) Transfer (inter-institutional for multi-campus institutions) d) Continuing student e) Returning student f) Other.		X	X	F
210	Registration Date, Most Recent	Indicate the term and year of the student's last registration.				S
211	Registration Method, Most Recent	Indicate the method of the student's most recent registration such as: a) Early or advanced registration b) Regular registration.				S

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
212	Student Level, Institutional Standard	Indicates the current academic level of the student as determined by the institution's standards. Typically includes: a) Freshman b) Sophomore c) Junior d) Senior e) Fifth year undergraduate f) Undergraduate Special g) Masters Candidate h) Professional Degree Candidate i) Doctoral Candidate, early stage j) Doctoral Candidate, last stage k) Post Doctoral.	Although each institution has the prerogative of setting its own standards for classifying students by academic level for its own operational purposes, some may find it helpful to refer to the definitions under Student Level, Exchange Standard when determining their internal classification practices. If institutional student level standards differ from the Exchange Standard, the institution must be able to translate into the Exchange Standard if it wishes to participate in the exchange of certain types of information.			
213	Student Level, Exchange Standard	Indicates the current level of students by standard definitions to include: (categories on next page)	The use of standard definitions for classifying students by level insures compatibility of this data element among participating institutions.	X	X	FP

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
213 (continued)		a) Level I Student	a) 0-44 quarter hours or 0-29 semester hours.			
		b) Level II Student	b) 45-89 quarter hours or 30-59 semester hours.			
		c) Level III Student	c) 90-134 quarter hours or 60-89 semester hours.			
		d) Level IV Student	d) 135-179 quarter hours or 90-119 semester hours.			
		e) Level V Student (undergraduate-5th year)	e) Over 179 quarter hours or over 119 semester hours. (includes 3-2 and 5 year program)			
		f) Undergraduate Special Student	f) Any student not holding a baccalaureate degree and not working toward a regular certificate or degree.			
		g) Graduate Special Student	g) Any student holding a baccalaureate degree and not working toward an advanced degree.			
		h) Masters Candidate	h) A student holding a baccalaureate degree as his highest degree and formally admitted to graduate school for the purpose of pursuing a Masters degree.			
		i) Professional Degree Candidate	i) A student at the graduate level who is pursuing a professional degree (e.g., medical degree, law degree)			

(continued on next page)

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
213 (continued)		j) Doctoral Candidate, early stage	j) A formally admitted graduate student whose major academic endeavors consist of formal course work directed toward fulfilling requirements for a doctorate.			
		k) Doctoral Candidate, last stage	k) A graduate student who has been advanced to candidacy for a doctoral degree or one whose principal academic endeavors consist of independent study, research, or work directed toward completion of the dissertation, rather than formal course work.			
		l) Post Doctoral Student.	l) Any student holding a doctorate.			
214	Credits Earned, Cumulative at Current Institution	The total number of credits earned at the undergraduate or graduate level at the current institution.	For undergraduates, count all undergraduate credits earned at the current institution. For graduate students, count only graduate credits earned at the current institution.	X	X	FP

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
215	Credits attempted for Quality Points, Cumulative at Current Institution.	The total number of credits attempted at the undergraduate or graduate level at the current institution--includes only credits with which quality points are associated.	For undergraduates, count all undergraduate credits attempted at the current institution. For graduate students, count only graduate credits attempted at the current institution.			F

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
216	Quality Points, Cumulative at Current Institution	The sum of all quality points for course work attempted at the undergraduate or graduate level at the current institution.	For undergraduates, count all quality points accumulated from undergraduate courses taken at the current institution. For graduate students, count only quality points accumulated from graduate courses taken at the current institution. To find institutional grade point average (GPA) for graduate or undergraduate: $\frac{\text{Cum. Quality Points for Quality Points}}{\text{Cum. Credits Attempted}} = \text{Cum. GPA}$			F
217	Undergraduate Credits, Cumulative	For undergraduate students only -- the sum of all credits earned as an undergraduate student, including work transferred from other institutions and accepted and all work taken at the current institution.	These data are derived from the historical course work record and the record of credits previously earned at other institutions.	X	X	FP

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
218	Graduate Credits, Cumulative	For graduate students only -- the sum of all credits earned as a graduate student, including work transferred from other institutions and accepted toward a degree and all work taken at the current institution.	These data are derived from the historical course work record and the record of credits previously earned at other institutions. This information is necessary in some cases to determine the level of individual graduate students and to estimate their amount of progress toward the sought degree.	X	X	FP

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
301	Course Identification	Identifier for each course entry made up of: a) Organizational Unit Code b) Subject Field c) Course Number d) Section Identification.	This complex element links to the Course Related Elements Section. Linkage to the current list of sections provides information such as: a) Meeting times b) Meeting places c) Instructor.	X	X	FP

STUDENT RELATED ELEMENTS

NUMBER	TITLE	DESCRIPTION	COMMENT	USES		
				HEGIS	LEVEL III COST EXCHANGE	LEVEL IV MODELS
302	Course Credit Amount	Amount of credit this student is to receive for this course.	This element is based on the course credit element in the Course Related Elements Section.	X	X	FP
303	Course Grade	Specific grade this student received for this course.	This element is based on the grading method element in the Course Related Elements Section.	X	X	FP
304	Term Identification	Term and year this course was taken by this student.	This element may be implicit for current information but must be recorded for historic data.			
305	Course Descriptors	Abbreviated course description for transcript identification.	This element is usually obtained by table look-up for current information but included as a data element for historic data.			

APPENDIX A

Development of the DATA ELEMENT DICTIONARY

All sections of the DATA ELEMENT DICTIONARY were developed in cooperation with the WICHE MIS Data Element Task Force. The members of the Data Element Task Force are listed below:

Name and Position	Institution/agency
Mr. J. Spencer Carlson Director, Office of Student Services	University of Oregon
Mr. Roger M. Emanuel Coordinator, Models and Simulation	University of California
Mr. James Farmer Director, Information Systems	California State Colleges
Dr. Parker Fowler Systems Coordinator	Colorado Commission of Higher Education
Mr. R. Keith Martin Director, Management Systems Department	University of Washington
Dr. Keith Smith (Dec. 1968 to Aug. 1969) Associate Director	Board of Higher Education State of Illinois
Mr. David Nyman (Sep. 1969 - Present) Assistant Director for Data Systems	Board of Higher Education State of Illinois
Mr. George J. Turner Director of Information Systems	University of California

In addition to the efforts of the Data Element Task Force, the WICHE MIS Analytical Studies Task Force also reviewed each section of the DATA ELEMENT DICTIONARY. This group has responsibility for conceptualizing the models and formulae which will use the basic data elements to produce derived data and information important for institutional management. Members of the Analytical Studies Task Force are listed below:

Name and Position	Institution/agency
Dr. Robert Adams Professor of Economics	University of California at Santa Cruz
Mr. James Farmer Director, Information Systems	The California State Colleges
Mr. John Keller Director of Analytical Studies	University of California
Dr. Thomas Mason Director of Institutional Research	University of Colorado
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Mr. Gordon Osborn Director of Analytical Studies	State University of New York
Mr. Garland Peed Assistant Superintendent, Business	State Center Junior College District California
Mr. James Ryan Vice President for Planning and Budgeting	University of Washington
Dr. Martin Zeigler Associate Provost	University of Illinois

Each section of the DATA ELEMENT DICTIONARY was published and distributed in preliminary draft form. The fourteen participating states held reviews of the preliminary draft with institutions in their state. The state representatives then met for a regional review to summarize comments

on the Dictionary. The fourteen state representatives for the regional review of the Student Related Elements Section were:

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APPENDIX B

Comments on File Structure

Some educators have expressed concern that the development and widespread use of uniform data systems will destroy institutional autonomy with regard to coding and file structure. The WICHE MIS Program is designed to allow institutional autonomy in such matters and, at the same time, to make it possible to derive data which will be truly comparable for interinstitutional comparisons. WICHE has published a technical report entitled, "Concepts Underlying Compatibility[1]," which specifically speaks to this point.

In so far as this section of the DATA ELEMENT DICTIONARY is concerned, the elements are listed without reference to how they should be stored in a data system. No attempt has been made to define standard codes, field formats, or file structures, and the listing of items in this section of the Dictionary is in no way meant to imply that these elements necessarily must be kept in a specific file.

The major purpose of collecting some of the data elements included in this section of the Dictionary is to obtain longitudinal data depicting changes in characteristics over a period of time. For this reason, several of the elements will have to be stored in historical files as updated versions of the elements are collected. The precise method of storage for such historical data is considered by WICHE to be an institutional prerogative. It is only necessary that institutions participating at the various levels be able to produce the required longitudinal data when the need arises.

The WICHE MIS Program anticipates further publications dealing with suggested code structures and file formats to aid institutions on the threshold of the development of data systems.

[1]Dr. Ben Lawrence, "The Concepts Underlying Compatibility in the WICHE Management Information Systems Program," Compatible Management Information Systems. Boulder, Colorado: Western Interstate Commission for Higher Education May, 1969.